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enjoyment in a rural environment; the fourth contrasts life in the city with life in the country; still another describes man's mastery over the crops of the fields and domestic animals. One story depicts the unstunted loyalty of man's best out-of-door friend, the dog; one story pitilessly portrays the meager life of those who are too impoverished of soul to enjoy what the country has to give; finally, a group of stories discuss the various sociological and economic problems of farm life."

Since, however, the selections have been chosen from such well-known writers as John Burroughs, Hamlin Garland, James Lane Allen, Cora Harris, Guy de Maupassant, and Lyoff N. Tolstoi, the order in which the selections are placed is of slight importance.

The introduction includes an analysis of method in description, simple narrative without plot, and short story, which most high-school teachers will find very suggestive. Although the text is evidently intended for college use, the selections are not too difficult for advanced high-school students. In schools where library facilities are limited, the book will furnish the teacher of American literature quite a range of modern American writers.

Experimental Education, Laboratory Manual, and Typical Results. By FRANK N. FREEMAN, PH.D., assistant professor of educational psychology in the University of Chicago. Boston: Houghton Mifflin Co., 1916. Pp. viii+220.

As a result of the increased application of experimental methods to the study of education, the content of courses for teachers and students has been largely changed in recent years. Textbooks and professional reading present a continually growing amount of material of a concrete sort, much of which has been gleaned from experimental research. Consequently, it is no longer possible for the student of education, even apart from the necessity for training in methods of research, to understand thoroughly and grasp the significance of the materials of study without some knowledge of the methods by means of which this material has been gathered.

The student of education has until recently been obliged for the most part to get this knowledge from courses in experimental psychology not adapted for his special purpose. Hence the demand for laboratory courses which are designed primarily for the needs and purposes of the student of education. Such courses have been severely handicapped by a dearth of manuals and a lack of standardized laboratory exercises. The publication of Freeman's book on experimental education, which is at once a laboratory manual and descriptive of the results of the experiments outlined, comes at a time when much need is felt by teachers of the subject for just such a book.

A brief introductory chapter gives with admirable clearness an account of the significance of experimentation and general instructions as to methods of treatment of data. There follow directions for performing experiments pertaining to sixteen different subjects, beginning with an analysis of the various types of the learning process. Typical exercises are presented illustrating (1) the development of a motor co-ordination, (2) the development of adequate perception, (3) the formation of associations between perceptual or ideational elements, and (4) the analysis of a situation.

The next section of the book deals with experiments bearing directly on school subjects—writing, reading, and number work. Finally, there appears a series of tests of the visual and auditory senses and of the higher mental functions. The instructions for each experiment include, not only descriptions of methods and materials, but also directions as to treatment of results and a discussion of typical results and their significance. The descriptions of methods of treating results, including graphic representation and mathematical treatment and tabulation of data, are especially valuable. Topics for further study are suggested, and also a list of questions on the wider applications of the experiment. Each chapter is supplied with a list of references bearing on the topic concerned. An appendix gives figures and materials for use with the various experiments, and cuts appear throughout the book illustrating such apparatus as is necessary.

The work is characterized throughout by clean-cut descriptions, and the author's insight into the practical problems of education, united with the analytic judgment of the trained psychologist. Some disappointment may be felt at the somewhat limited range of laboratory exercises presented, but the selection of possible experiments has been carefully made and only such exercises are given as have been clearly found fruitful in the author's experience. Furthermore, the author's suggestion of possible extensions of the various experiments will be found to be fruitful sources of additional investigations for those who desire a larger amount of laboratory work. Teachers of the subject will therefore be grateful to the author for a workable and useful manual.

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